



HIGHGATE PRIMARY SCHOOL

Child Protection Summary

September 2022

Significant harm is the threshold which justifies compulsory intervention in the family life in the best interests of children

Harm means the ill treatment or the impairment of health or development, including harm suffered by seeing or hearing the ill-treatment of another

Development means physical, intellectual, emotional, social or behavioural development

Health means physical or mental health

Ill-treatment includes sexual abuse and forms of ill treatment which are not physical

Four Categories of Child Abuse

Neglect

Physical Abuse

Emotional Abuse

Sexual Abuse

I. NEGLECT

Definition of Neglect From Working Together 2018

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve failure by an adult to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care- givers)
- Ensure access to appropriate medical care or treatment.
- Attend to a child's basic emotional needs.

Indicators of Neglect

- Inappropriate sleeping place/housing
- Physically being unkempt, smelly, dirty
- Loss of weight or obesity
- Inappropriately dressed
- Untreated medical conditions
- Being tired all the time
- Missing school/being late
- Depression/withdrawal
- Being left unsupervised regularly



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2. PHYSICAL ABUSE

Definition of Physical Abuse From Working Together 2018

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of Physical Abuse

- Unexplained/untreated injuries
- Injuries on the parts of the body where accidental injury is unlikely
- Bite marks
- Cigarettes burns
- Unexplained marks on the body
- Burns or scalds
- Broken bones
- Reluctance from child to contact parent
- Aggressive behaviour
- Child flinches when approached/touched
- Reluctance to appropriately expose body
- Depression
- Overly compliant

3. EMOTIONAL ABUSE

Definition of Emotional Abuse From Working Together 2018

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators of Emotional Abuse

- Failure to grow or thrive
- Speech disorder
- Delayed development (Physical or emotional)
- Nervous behaviours e.g. rocking
- Inability to play
- Excess fear of making mistakes
- Self-harm
- Attachment disorders

4. SEXUAL ABUSE

Definition of Sexual Abuse From Working Together 2018

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual



abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Indicators of Sexual Abuse

- Pain/itching or bleeding in genital or anal areas
- Any S.T.I.
- Urinary tract infection
- Stomach pains
- Sudden unexpected changes in behaviour
- Fear of someone
- Being sexual coercive with other children
- Nightmares/bedwetting
- Self-harming behaviour
- Sexualised behaviour

What to do if you suspect a child may be at risk of a harm

Speak immediately with Rebecca Lewis, William Dean or Emma Healy, our Designated Members of Staff for Child Protection. If they are unavailable you must speak with another member of the Senior Leadership Team; this includes Jaimini Lakhani, Natasha Matthews, Emma Judge, Kate Imeson and Rob Burgess. An online written summary will also be required to document concerns, via My Concern – using your unique My Concern login, which is sent to all staff.

What to do if a child makes a disclosure

Do not question the child further on the subject and do not make any judgements. Immediately speak with Rebecca Lewis, Emma Healy or William Dean. In the very unlikely event no member of the Child Protection team is available please take any concerns to a member of the Senior Leadership Team as above. If there is no appropriate member of staff on site, the MASH Referral form for Haringey can be found in Inclusion/Safeguarding on the Teachers' shared drive. This can be filled in by any member of staff and emailed directly to mashreferral@haringey.gov.uk.

For pupils who are residents of other boroughs besides Haringey, the referral forms and contact details are also stored in the Safeguarding Folder

You will be required to record the disclosure in full on MyConcern, using only factual information. A member of the Inclusion Team will debrief you on any action taken on a need to know basis and also offer support and counselling if required.

Key contacts:

Rebecca Lewis 020 8340 7023 rlewis@highgate-pri.haringey.sch.uk

William Dean 020 8340 7023 william.dean@highgate-pri.haringey.sch.uk

Emma Healy 02083407023 ehorstead.309@lgflmail.org

To complete your induction, please read the following two documents:

Keeping children safe in education, statutory guidance for schools and colleges September 2022 Part 1

Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children July 2018

School employees should then email rlewis@highgate-pri.haringey.sch.uk to confirm that you have read and understood the information provided.

Haringey Children and Young People's Services

- Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm
Tel: 020 8489 4470



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